

## *Career Preparation Maine Learning Results Rubric*

### **A. PREPARING FOR THE FUTURE**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

| Grade Span       | <b>DOES NOT MEET THE STANDARD</b><br>“part of the skill part of the time”  | <b>PARTIALLY MEETS THE STANDARD</b><br>“part of the skill all the time and/or all of the skill part of the time”   | <b>MEETS THE STANDARD</b><br>“all of the skill all the time”   | <b>EXCEEDS THE STANDARD</b><br>“all of the skill all the time with increased sophistication”   |
|------------------|--|--|--|--|
| <b>PK - 2</b>    | The student does not demonstrate an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.                  | The student partially demonstrates an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.                                | The student demonstrates an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.                      | The student demonstrates sophisticated awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.   |
| <b>3 - 4</b>     | The student does not develop an awareness of the world of work and career options and does not practice personal skills, such as teamwork, leadership, and negotiation skills. | The student continues to partially develop an awareness of the world of work and career options and partially practices personal skills, such as teamwork, leadership, and negotiation skills. | The student continues to develop an awareness of the world of work and career options and practices personal skills, such as teamwork, leadership, and negotiation skills. | The student continues to develop a sophisticated awareness of the world of work and career options and practices personal skills, such as teamwork, leadership, and negotiation skills with an increased level of sophistication.. |
| <b>5 - 8</b>     | The student does not use interpersonal, teamwork, leadership, negotiating and workplace skills and does not explore career options.  | The student partially uses interpersonal, teamwork, leadership, negotiating and workplace skills and partially explores career options.  | The student consistently uses interpersonal, teamwork, leadership, negotiating and workplace skills and explores career options.   | The student consistently uses interpersonal, teamwork, leadership, negotiating and workplace skills and explores career options at a sophisticated level.  |
| <b>Secondary</b> | The student does not use interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.                         | The student partially uses interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.                                       | The student uses interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.                             | The student uses interpersonal, teamwork, leadership, negotiation and workplace skills in sophisticated ways to successfully interact with people and organizations.   |

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#### **B. EDUCATION/CAREER PLANNING AND MANAGEMENT**

Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

| Grade Span       | DOES NOT MEET THE STANDARD<br>“part of the skill part of the time”  | PARTIALLY MEETS THE STANDARD<br>“part of the skill all the time and/or all of the skill part of the time”   | MEETS THE STANDARD<br>“all of the skill all the time”   | EXCEEDS THE STANDARD<br>“all of the skill all the time with increased sophistication”  |
|------------------|---|---|---|--|
| <b>PK - 2</b>    | The student does not demonstrate an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student partially demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills to a level of sophistication.   |
| <b>3 - 4</b>     | The student does not develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student continues to partially develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student continues to develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.   | The student continues to develop a sophisticated awareness of career opportunities, personal strengths and interests, and teamwork skills.   |
| <b>5 - 8</b>     | The student cannot explain the relationship between career opportunities, personal strengths and interests and academic skills.   | The student can partially explain the relationship between career opportunities, personal strengths and interests and academic skills.  | The student can explain the relationship between career opportunities, personal strengths and interests and academic skills.  | The student can explain the relationship between career opportunities, personal strengths and interests and academic skills at a sophisticated level.  |
| <b>Secondary</b> | The student does not demonstrate having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio. | The student partially demonstrates having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio. | The student demonstrates having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio. | The student demonstrates having developed career goals and a sophisticated understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio. |

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#### **C. INTEGRATED AND APPLIED LEARNING**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

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|-------------------|---|--|--|---|
| <b>PK - 2</b>     | The student does not demonstrate an awareness of problem solving skills.  | The student partially demonstrates an awareness of problem solving skills.   | The student demonstrates an awareness of problem solving skills.   | The student demonstrates an awareness of problem solving skills to a level of sophistication.   |
| <b>3 - 4</b>      | The student does not demonstrate problem solving skills.  | The student partially demonstrates problem solving skills.   | The student demonstrates problem solving skills.   | The student demonstrates problem solving skills to a sophisticated level.   |
| <b>5 - 8</b>      | The student cannot use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings. | The student can partially use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings. | The student can use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings. | The student can use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings with a degree of sophistication.    |
| <b>Secondary</b>  | The student does not select and apply appropriate technological resources and problem-solving strategies to real life situations.         | The student partially selects and applies appropriate technological resources and problem-solving strategies to real life situations.            | The student selects and applies appropriate technological resources and problem-solving strategies to real life situations.            | The student demonstrates a degree of sophistication in selecting and applying appropriate technological resources and problem-solving strategies to real life situations. |

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### **D. BALANCING RESPONSIBILITIES**

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

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|------------------|---|---|---|---|
| <b>PK - 2</b>    | The student does not demonstrate an awareness of the skills to manage school and family responsibilities.             | The student partially demonstrates an awareness of the skills to manage school and family responsibilities.             | The student demonstrates an awareness of the skills to manage school and family responsibilities.             | The student demonstrates an awareness of the skills to manage school and family responsibilities to a level of sophistication.                  |
| <b>3 - 4</b>     | The student does not demonstrate skills to manage school, family and community responsibilities.                      | The student partially demonstrates skills to manage school, family and community responsibilities.                      | The student demonstrates skills to manage school, family and community responsibilities.                      | The student demonstrates skills to manage school, family and community responsibilities to a level of sophistication.                           |
| <b>5 - 8</b>     | The student does not use skills to manage school, family and community responsibilities.                              | The student partially uses skills to manage school, family and community responsibilities.                              | The student consistently uses skills to manage school, family and community responsibilities.                 | The student consistently uses skills to manage school, family and community responsibilities with a degree of sophistication.                   |
| <b>Secondary</b> | The student does not manage school/work, family and community responsibilities for the well being of self and others. | The student partially manages school/work, family and community responsibilities for the well being of self and others. | The student manages school/work, family and community responsibilities for the well being of self and others. | The student, with a degree of sophistication, manages school/work, family and community responsibilities for the well being of self and others. |